



Carver Elementary

515 N. Cashua Drive
Florence, S. C. 29501

Grades	PK-4 Elementary School	
Enrollment	889 Students	
Principal	Cynthia Young	843-664-8156
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Average
2007	Good	Below Average
2006	Excellent	Below Average
2005	Good	Below Average
2004	Excellent	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

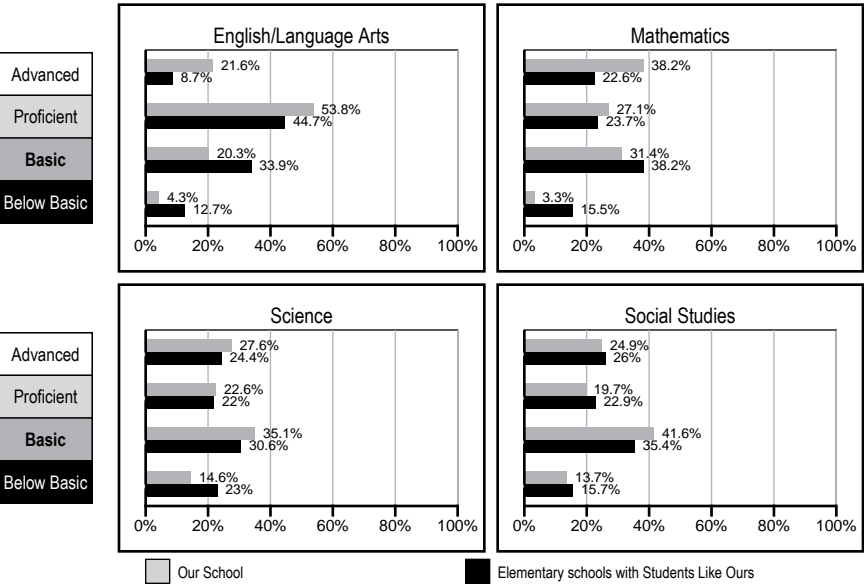
94.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	26	42	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=889)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.1%	Up from 3.1%	1.6%	2.3%
Attendance rate	96.2%	Down from 96.3%	96.6%	96.3%
Eligible for gifted and talented	17.4%	Up from 11.6%	18.5%	10.4%
With disabilities other than speech	6.6%	Down from 6.9%	6.6%	7.5%
Older than usual for grade	0.6%	Down from 1.0%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	67.2%	Up from 58.5%	60.5%	56.7%
Continuing contract teachers	91.4%	Up from 88.7%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.3%	Up from 95.0%	87.6%	86.4%
Teacher attendance rate	94.8%	Up from 92.8%	95.0%	94.9%
Average teacher salary	\$48,979	Up 5.7%	\$46,934	\$45,345
Professional development days/teacher	10.5 days	Down from 14.7 days	12.2 days	12.6 days
School				
Principal's years at school	0.1	Down from 11.0	3.5	4.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 19.3 to 1	20.4 to 1	18.5 to 1
Prime instructional time	90.0%	Up from 88.3%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.2%	Up from 91.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,112	Up 4.2%	\$6,728	\$7,052
Percent of expenditures for instruction*	69.6%	Down from 74.8%	70.5%	69.1%
Percent of expenditures for teacher salaries*	67.0%	Down from 71.3%	66.8%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Carver Elementary School provides excellent services for approximately 854 students from pre-kindergarten to 4th grade. Our mission is to prepare students to become productive, responsible citizens and lifelong learners. Carver is an award-winning school, meeting AYP for the past four years. Other state recognition includes "Closing the Achievement Gap" between subgroups in 2004, 2006, and 2007; receiving the Palmetto Gold and Silver Awards; as well as receiving the Physical Fitness and Healthy School Awards. Carver has also been recognized as a Red Carpet School and a School of Promise. This year, Carver was one of five schools in the state to be nominated for the National Blue Ribbon Award for 2008-2009.

Carver has an exceptional staff. There are eleven National Board Certified teachers on staff; 59% hold advanced degrees, and 100% of the full-time teaching staff meet the federal standards of "Highly Qualified." Teachers pursue ongoing professional development to ensure that best practices are available to all students.

Carver utilizes an integrated, standards-based curriculum that emphasizes technology. Technology resources used to engage students through a portable computer lab, software programs, internet resources, computer lab activities, laptops, Smart Boards and United Streaming. Carver has a balanced Language Arts program providing a Literacy Lab, Reading Renaissance, and "Write... from the Beginning," a writing program that is used in K-4. In Math, a variety of hands-on programs such as Everyday Math, Everyday Counts Calendar Math, Math 4 Today, and Math Out of the Box are used.

MAP testing is done in the fall to help identify areas of focus in reading, language, and math, and again in the spring to determine growth in these areas. Compass Learning – Odyssey, a computer-based program, is used in conjunction with MAP to provide engaging activities for differing levels of achievement and learning styles. Other programs include a computer lab, science lab, art, music, and P.E.

At Carver, our parents and community are involved. Carver has an active PTO and School Improvement Council. Volunteers can be found leading Superstar Math, the Thanksgiving Festival, serving as tutors and adult mentors, and working in Carver's Discovery Garden and Natural Habitats, just to name a few areas. Carver has numerous contributors and Community, Business, and College Partners.

Carver offers many enrichment opportunities for our students. A variety of after-school clubs are available throughout the year. Leadership opportunities offered include Safety Patrols, Morning Show, and Wee Deliver. Character programs such as Steps to Respect, Core Essentials, Second Step, and Character Counts are used. Carver also has strong student recognition programs including Terrific Kids, PrinciPALS, Celebrity Student, Honor Roll/Perfect Attendance, and Reading Renaissance awards. "Knowledge is Power" is our theme.

Cynthia Young, Ed. D., Principal
Kristin Luce, Chairperson, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	58	176	110
Percent satisfied with learning environment	98.3%	94.3%	89.1%
Percent satisfied with social and physical environment	100.0%	89.8%	89.8%
Percent satisfied with school-home relations	100.0%	90.9%	88.9%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No
Student attendance rate	96.2%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	339	100	4.1	19.6	52.1	24.3	81.7	49.1	48.2	Yes	Yes
Gender											
Male	167	100	4.6	20.9	49	25.5	79.7	43.1	41.7	N/A	N/A
Female	172	100	3.7	18.3	54.9	23.2	83.5	55.1	55	N/A	N/A
Racial/Ethnic Group											
White	196	100	2.1	12.8	55.6	29.4	89.3	61.8	60	Yes	Yes
African American	125	100	7.8	29.6	49.6	13	69.6	35.7	31.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	80.2	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	53.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	31	100	12	12	36	40	56	19	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	122	100	8.3	30.3	49.5	11.9	68.8	36.9	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	339	100	3.2	30	26.5	40.4	77.6	43.8	45.8	Yes	Yes
Gender											
Male	167	100	2	28.1	26.8	43.1	80.4	44	45.6	N/A	N/A
Female	172	100	4.3	31.7	26.2	37.8	75	43.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	196	100	0.5	23.5	25.1	50.8	86.1	58.1	59	Yes	Yes
African American	125	100	7.8	43.5	27.8	20.9	61.7	28.9	26.9	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	79.3	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	46.2	I/S	I/S
Disability Status											
Disabled	31	100	4	36	8	52	60	18.4	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	50	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	122	100	7.3	43.1	24.8	24.8	57.8	30.8	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	265	100	14.1	33.9	22.2	29.8	52	33.1	35.7	96.2	95.8
Gender											
Male	125	100	14.9	22.8	25.4	36.8	62.3	36.6	37.4	96.3	95.6
Female	140	100	13.4	43.3	19.4	23.9	43.3	29.6	33.8	96.1	96
Racial/Ethnic Group											
White	155	100	5.4	32.7	23.1	38.8	61.9	47.8	49.2	96.4	95.7
African American	96	100	29.2	38.2	19.1	13.5	32.6	18.4	17	95.8	95.8
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	97.9	97.9
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	29.4	24.9	93.9	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	99.7	95.9
Disability Status											
Disabled	22	100	15.8	21.1	21.1	42.1	63.2	20.3	14	94.9	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	23.8	24.4	94.3	97.1
Socio-Economic Status											
Subsided meals	96	100	26.4	39.1	18.4	16.1	34.5	19.6	21.1	95.3	95.2

Social Studies

All Students	263	100	13.2	40.1	19.4	27.3	46.7	29.3	34	96.2	95.8
Gender											
Male	128	100	10.5	35.1	21.1	33.3	54.4	33.7	36.6	96.3	95.6
Female	135	100	15.6	44.5	18	21.9	39.8	24.9	31.3	96.1	96
Racial/Ethnic Group											
White	146	100	8	36.2	23.9	31.9	55.8	40.4	44.5	96.4	95.7
African American	104	100	20.2	47.9	12.8	19.1	31.9	17.1	19.1	95.8	95.8
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	63.4	58.9	97.9	97.9
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.5	93.9	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	99.7	95.9
Disability Status											
Disabled	25	100	15.8	26.3	21.1	36.8	57.9	16.4	14.4	94.9	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.3	94.3	97.1
Socio-Economic Status											
Subsided meals	101	100	21.3	46.1	18	14.6	32.6	17.4	21	95.3	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	179	100	3.5	18.7	59.1	18.7	77.8
	4	149	98.7	2.2	33.8	52.5	11.5	64
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	149	100	2.8	14	49.7	33.6	83.2
	4	190	100	5.2	24.1	54	16.7	70.7
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	179	100	5.3	38	29.8	26.9	56.7
	4	149	98.7	7.2	28.1	30.2	34.5	64.7
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	149	100	3.5	34.3	26.6	35.7	62.2
	4	190	100	2.9	26.4	26.4	44.3	70.7
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	93	100	21.4	41.7	17.9	19	36.9
	4	149	98.7	19.1	33.1	22.8	25	47.8
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	76	100	10.7	30.7	29.3	29.3	58.7
	4	189	100	15.6	35.3	19.1	30.1	49.1
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	92	100	10	41.3	37.5	11.3	48.8
	4	149	98.7	16.2	45.6	17.6	20.6	38.2
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	73	100	7.4	39.7	20.6	32.4	52.9
	4	190	100	15.5	40.2	19	25.3	44.3
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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